

## Lesson #4: DIRECT AND INDIRECT OBJECTS IN A SENTENCE

A **direct object (DO)** is a **noun or pronoun that receives the action** of the verb.

SS      SP      DO  
**Examples:** Gary threw the **ball**. (What did Gary throw? The *ball*).  
"Gary" is the (simple) subject in the sentence; "threw" is the verb (the simple predicate), and the "ball" is direct object.

SS      SP      DO  
Angie saw the **dentist**. (Whom did Angie see? The *dentist*.)

SS      SP      DO  
We have a **surprise** for you. (What do we have? A *surprise*.)

### Helpful tips to determine the direct object:

1. First locate the subject and verb in the sentence. (ie. The subject is "Gary". The verb is "threw")
2. Now ask yourself the question, *What* or *Whom* about the verb? (I.e. Who "threw"?)  
*What did the subject, Gary, throw? (Answer: the ball.) Therefore, "ball" must be the direct object.*

An **indirect object (IO)** of a verb generally tells **to whom** or **for whom** an action is done.

SS      SP      IO      DO.  
**Examples:** Jennifer gave Robert the book. ("Robert" is the **indirect object**. "Book" is the direct object.)

### NOTES ABOUT INDIRECT OBJECTS:

- A Sentence may contain an indirect object ONLY IF it also contains a direct object.
- The indirect object comes BEFORE the direct object and says to whom (or to what), or for whom (or for what) something is done.
- The word "to" or "for" NEVER appears before an indirect object.

### Helpful tips to find the indirect object:

1. First locate the subject and the verb. (ie.e "Jennifer" is the subject, "gave" is the verb.)
2. Now ask yourself the questions *To whom? To what? For whom? Or For What?* about the subject and verb:  
*To whom does Jennifer "give"? Answer: Robert. Therefore, "Robert" is the indirect object.*

**Directions:** In each sentence below, underline the **direct objects** once and mark them "DO". If the sentence also has an **indirect object**, underline it twice and mark "IO", as the example show below.  
\*\*Not all sentences will contain both a direct AND indirect object. Remember the "helpful tips"!!!

( SS) (SP)      DO      IO  
**Examples:** She gives violin lessons to Jacob.

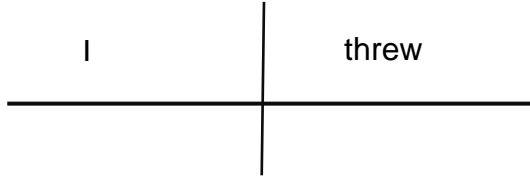
1. We ate steak for dinner.
2. Snow and ice covered the streets.
3. She gives violin lessons to Jacob.
4. Everyone loves candy.
5. The teacher gave us an assignment.
6. The children are playing.
7. I brought a balloon to Diane.
8. Can you send me a letter?
9. The baby needs a nap.
10. The students asked the teacher many questions.

## DIAGRAMMING DIRECT AND INDIRECT OBJECT

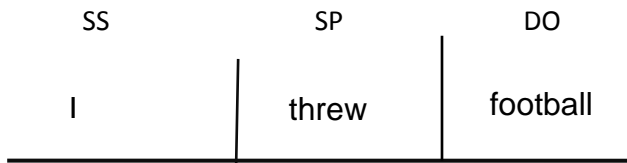
SS   SP   IO   DO.

Sample Sentence: I threw Michael the football.

**Step 1:** Start by drawing your baseline and inserting your subject and verb.

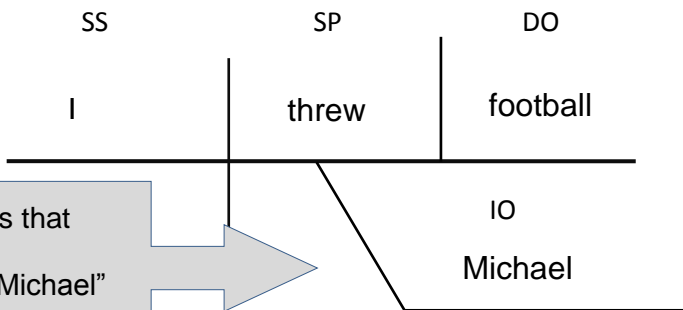


**Step 2:** Add an additional line after the verb—but make sure the line does not extend below the baseline. To the right of this line, write your direct object.



What did I “throw” (the verb)?  
A football. Therefore, “football” is the **direct object**.

**Step 3:** Draw a diagonal line coming off of your verb to demonstrate *to whom* or *for what* that action occurred. You would never write any words that are nouns (part of speech) on a diagonal line. So, draw an additional horizontal line attached to that diagonal line, and write your indirect object on that line.



To whom or for what was that verb performed?  
To Michael. Therefore, “Michael” is the **indirect object**.

**NOUNS WILL ALWAYS  
BE WRITTEN ON  
HORIZONTAL LINES;**

**NEVER ON A  
DIAGONAL!**

**Your turn!** Diagram sentences #5 and #10 from the front side of this handout. Use the space below or a separate sheet of paper if you need more room.

**#5.** The teacher gave us an assignment.

**#10.** The students asked the teacher many questions.

## LESSON #4 HOMEWORK:

### Diagramming Sentences with Direct and Indirect Objects

**Directions:** ***READ CAREFULLY!!!*** Read each sentence below and practice identifying each word's part of speech. Next, identify the **(1)** simple or compound subject **(2)** the simple or compound predicate **(3)** the direct object and **(4)** the indirect object, if there is one. Create a sentence diagram showing those 3 or 4 parts. For now, ignore the other words in the sentence (such as prepositions, articles, adjectives, etc.)

#### **Direct Objects:**

1. Amy frosted cakes.
2. Willy grew vegetables.
3. Tim enjoyed the movie.
4. Anna punched Jocelyn's nose.

#### **Indirect Objects:**

1. Brynn tossed Nick a ball.
2. Kevin threw Kirsten a surprise party.
3. Dave gave Linda a gift on her birthday.
4. Ezra wrote the manufacturer a letter.

**Ready for a *real* challenge?! 😊**

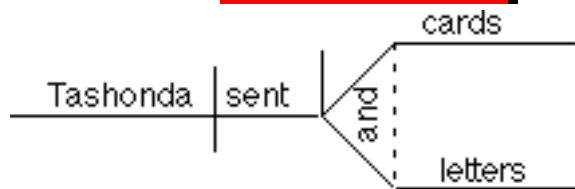
**See if you can figure out how to combine Lesson #3 + Lesson #4 to help you diagram the following sentences.** To begin, start by analyzing the sentence parts carefully: parts of speech? simple subject? simple predicate? direct object? is there an indirect object? etc. **Good luck!** (*No Cheating!!*)

1. Chris likes Snickers and Three Musketeers.
2. Zachary bought Dominic and Christian presents.
3. Samantha ate spinach but preferred the broccoli.
4. Emily washed and dried her hair.

## Guidelines for Diagramming Compound Subjects & Predicates with Direct & Indirect Objects

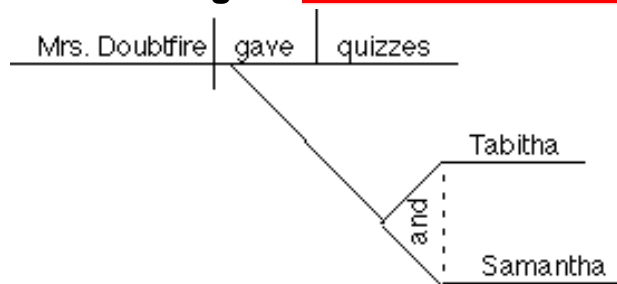
### Compound direct objects

Tashonda sent cards and letters.



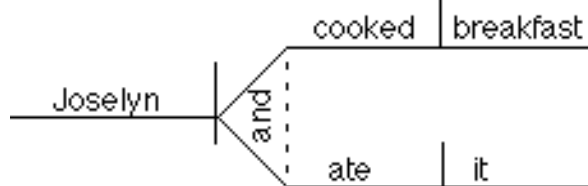
### Compound indirect objects

Mrs. Doubtfire gave Tabitha and Samantha quizzes.



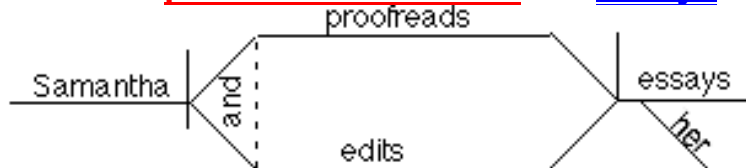
### Compound predicate with direct objects

Joselyn cooked breakfast and ate it.



### Compound predicate with one direct object

Samantha proofreads and edits her essays.



### Compound indirect objects

Mrs. Doubtfire gave Tabitha and Samantha quizzes.

